

CHARLESTON PROGRESSIVE

220 Nassau Street
Charleston, SC 29403

GRADES K-7 Elementary School

ENROLLMENT 298 Students

PRINCIPAL Brenda W. Williams 843-720-2967

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3 | 16 | 67 | 36 | 2 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Good | Below Average | Yes |
| 2004 | Average | Unsatisfactory | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

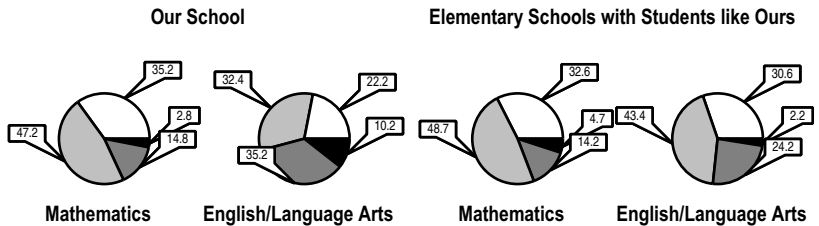
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

76.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 173 | 99.4 | 25.6 | 37.5 | 28.0 | 8.9 | 43.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 77 | 100.0 | 28.9 | 38.2 | 26.3 | 6.6 | 39.5 | | |
| Female | 96 | 99.0 | 22.8 | 37.0 | 29.3 | 10.9 | 46.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African-American | 173 | 99.4 | 25.6 | 37.5 | 28.0 | 8.9 | 43.5 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 160 | 99.4 | 21.9 | 40.0 | 29.0 | 9.0 | 45.2 | | |
| Disabled | 13 | 100.0 | 69.2 | 7.7 | 15.4 | 7.7 | 23.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 173 | 99.4 | 25.6 | 37.5 | 28.0 | 8.9 | 43.5 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 173 | 99.4 | 25.6 | 37.5 | 28.0 | 8.9 | 43.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 144 | 100.0 | 29.3 | 35.0 | 26.4 | 9.3 | 40.7 | Yes | Yes |
| Full-pay meals | 29 | 96.6 | 7.1 | 50.0 | 35.7 | 7.1 | 57.1 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 173 | 98.8 | 35.3 | 43.1 | 16.2 | 5.4 | 35.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 77 | 100.0 | 32.9 | 44.7 | 18.4 | 3.9 | 31.6 | | |
| Female | 96 | 97.9 | 37.4 | 41.8 | 14.3 | 6.6 | 38.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African-American | 173 | 98.8 | 35.3 | 43.1 | 16.2 | 5.4 | 35.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 160 | 98.8 | 33.8 | 44.2 | 16.2 | 5.8 | 36.4 | | |
| Disabled | 13 | 100.0 | 53.8 | 30.8 | 15.4 | 0.0 | 23.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 173 | 98.8 | 35.3 | 43.1 | 16.2 | 5.4 | 35.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 173 | 98.8 | 35.3 | 43.1 | 16.2 | 5.4 | 35.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 144 | 99.3 | 37.4 | 42.4 | 15.8 | 4.3 | 33.8 | Yes | Yes |
| Full-pay meals | 29 | 96.6 | 25.0 | 46.4 | 17.9 | 10.7 | 42.9 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 36 | 100.0 | 11.8 | 32.4 | 47.1 | 8.8 | 55.9 |
| | Grade 4 | 25 | 96.0 | N/A | 62.5 | 37.5 | N/A | 37.5 |
| | Grade 5 | 31 | 100.0 | 31.0 | 48.3 | 20.7 | N/A | 20.7 |
| | Grade 6 | 20 | 100.0 | 15.8 | 84.2 | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 32 | 96.9 | 12.9 | 16.1 | 38.7 | 32.3 | 71.0 |
| | Grade 4 | 48 | 100.0 | 19.1 | 38.3 | 40.4 | 2.1 | 42.6 |
| | Grade 5 | 31 | 100.0 | 38.7 | 38.7 | 22.6 | N/A | 22.6 |
| | Grade 6 | 38 | 100.0 | 34.2 | 34.2 | 21.1 | 10.5 | 31.6 |
| | Grade 7 | 24 | 100.0 | 30.4 | 65.2 | 4.3 | N/A | 4.3 |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 36 | 100.0 | 5.9 | 35.3 | 35.3 | 23.5 | 58.8 |
| | Grade 4 | 25 | 100.0 | 20.0 | 48.0 | 24.0 | 8.0 | 32.0 |
| | Grade 5 | 31 | 100.0 | 41.4 | 44.8 | 10.3 | 3.4 | 13.8 |
| | Grade 6 | 20 | 95.0 | 10.5 | 78.9 | 10.5 | N/A | 10.5 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 32 | 93.8 | 23.3 | 50.0 | 23.3 | 3.3 | 26.7 |
| | Grade 4 | 48 | 100.0 | 29.8 | 48.9 | 17.0 | 4.3 | 21.3 |
| | Grade 5 | 31 | 100.0 | 54.8 | 41.9 | 3.2 | N/A | 3.2 |
| | Grade 6 | 38 | 100.0 | 31.6 | 23.7 | 28.9 | 15.8 | 44.7 |
| | Grade 7 | 24 | 100.0 | 43.5 | 52.2 | 4.3 | N/A | 4.3 |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 298) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 1.3% | N/A | 3.7% | 2.7% |
| Attendance rate | 96.5% | Up from 95.6% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | | 6.9% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | | 5.3% | 3.5% |
| Eligible for gifted and talented | 9.4% | Up from 6.3% | 6.2% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 4.0% | Up from 3.2% | 8.0% | 8.2% |
| Older than usual for grade | 1.3% | Down from 5.8% | 2.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Teachers (n= 20) | | | | |
| Teachers with advanced degrees | 60.0% | No change | 48.5% | 51.4% |
| Continuing contract teachers | 90.0% | Down from 100.0% | 82.4% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 92.7% | 95.0% |
| Teachers with emergency or provisional certificates | 5.3% | | 2.9% | 0.0% |
| Teachers returning from previous year | 73.3% | Up from 50.7% | 83.4% | 86.7% |
| Teacher attendance rate | 90.6% | Down from 94.3% | 94.8% | 94.9% |
| Average teacher salary | \$41,199 | Up 1.4% | \$39,915 | \$40,760 |
| Prof. development days/teacher | 14.7 days | Down from 21.9 days | 13.4 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 5.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Up from 17.0 to 1 | 17.4 to 1 | 18.9 to 1 |
| Prime instructional time | 85.1% | Down from 87.9% | 89.3% | 90.0% |
| Dollars spent per pupil* | \$5,349 | Down 0.3% | \$6,554 | \$6,044 |
| Percent of expenditures for teacher salaries* | 67.6% | Up from 61.3% | 64.5% | 65.9% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.3% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 88.1% | 92.0% |
| Highly qualified teachers in high poverty schools** | 87.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Charleston Progressive Family continues to break ground and plant seeds by putting children first. These seeds are germinating through high expectations in achieving academic excellence and meeting the challenges that develop life-long learners socially and morally in grades K5-7.

Our academic excellence will take root through ITI: Integrated Thematic Instruction (aligned to the SC Curriculum Standards). It will be fertilized with Lifelong Guidelines and Lifeskills, the project approach, multi-sensory instruction, cooperative learning, technology, and a body-brain compatible environment, while watered with high-order thinking skills, field studies, and community resource persons.

Continuous assessment of the curriculum, along with test scores, guides our goals for academic improvement. We have made significant progress in our test scores in several areas. However, reading and math still remain areas of school-wide concern. We are focusing on math through "Morning Math," incorporation into special areas, utilizing reflection books, parent workshops, and PACT designed assessments.

We feel that the seeds we have planted will be in full bloom when our facility is updated, technology is fully integrated into our curriculum, our school is fully staffed, and every child at Charleston Progressive has achieved to his/her fullest potential academically, socially, and morally.

Brenda W. Williams, Principal

Lonnie Hamilton III, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 15 | 32 | 38 |
| Percent satisfied with learning environment | 80.0% | 78.1% | 68.4% |
| Percent satisfied with social and physical environment | 86.7% | 53.1% | 65.7% |
| Percent satisfied with home-school relations | 73.3% | 84.4% | 75.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.